Leveraging Higher Education Systems to Support Access to Infant/Toddler Credentials

State Capacity Building Center Infant/Toddler Specialist Network (ITSN) and the National Center on Early Childhood Development, Teaching and Learning (NCEDTL)

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Webinar Agenda and Outline

- Welcome and Introductions
- Definitions
- Challenges and Opportunities
- State Examples
- Planning and Implementation Guide: A Closer Look
- State Success Sharing
- Questions and Answers
- Resources and Announcements
- Thank You
Learning Goals

- Review examples of partnerships between state professional development opportunities or requirements and higher education
- Explore infant/toddler career entry points to further education and a successful and accessible journey along career and education pathways
What Is Your Experience with Leveraging Infant/Toddler Credentials and Professional Development with Higher Education?

- I’m familiar with the concepts of credentials and higher education
- I’ve participated in credentialing efforts and am familiar with how they connect to higher education efforts
- I’ve helped develop alignment between infant/toddler credentials and higher education
- I hold the key in my state or territory to *Leveraging Higher Education Systems to Support Access to Infant Toddler Credentials*
- All of the above
- Other
Definitions

- Credentials: “Academic degrees, licenses, or certificates awarded to individuals who successfully complete state or national requirements to enter specialized roles in the early childhood profession.”

- Certificate: A professional certification issued by a state agency “to grant professional recognition” to infant/toddler providers and professionals. It can be used as a step toward a credential.

Definitions

Endorsement: “A type of certification issued by a state confirming an infant and toddler provider or professional has ‘a comprehensive foundation of knowledge’ for working with infants and toddlers. It can be used as a step toward a credential.”

What Credentials, Endorsements, and Certificates Can Provide

- Qualifications
- Career pathways
- Articulation
- Stackable education
- Consistent standards
- Portability
- Other
Early Childhood Credential Planning and Implementation Guide

- Developed for states and territories designing or revising an early childhood education credential
- Four-step process:
  1. Identify need
  2. Determine fit and feasibility
  3. Operationalize approach
  4. Implement plan
- Incorporates implementation science
Challenges and Opportunities
What are the challenges and opportunities with creating meaningful linkages between infant/toddler professional development and credentials and institutions of higher education?
State Examples
Infant/Toddler Competencies Alignment with Higher Education

- **Colorado**
  - Multi-year project of alignment to the competencies

- **Illinois**
  - The higher education system has aligned its curricula with the state competencies
Promising Practices with Infant/Toddler Credentials and Higher Education

**Pennsylvania**
Encouraging professional development providers to partner with institutions of higher education to provide credit

- Alignment between a range of courses across a variety of degrees and certificates

**Illinois**

- Two routes—direct or entitled—college coursework and training
- Honors training, education, and experience

**Wisconsin**

- Four three-credit courses, credit for prior learning
Leveraging Relationships for Infant/Toddler Credentials

Florida
- Collaboration between Florida Department of Children and Families and state colleges and universities
- Courses, observation, and work experience

Maine
- First tier can be achieved through training
- Tiers I is a collaboration between Maine Roads to Quality and Kennebec Valley Community College

Washington
- Multiple levels and credential pathways
- Training, apprenticeships, coursework, Montessori certificates, and more
Where Are You Leveraging Higher Education Systems to Support Access to Infant/Toddler Credentials?

- **“Not started”**
  - We’ve begun to prioritize or think about connection our infant/toddler professional learning opportunities with our institutions of higher education?

- **“In review”**
  - We are reviewing or compiling current policies, opportunities, and activities, or are engaging in first steps toward implementing an infant/toddler credential or certificate.

- **“Implementing”**
  - We have an I/T credential and have begun alignment with early childhood career pathways and higher education programs for study.

- **“Fully implementing”**
  - An I/T credential is in place with supports for implementation linked to career pathways and higher education, and we have evaluated and/or revised the credential.
Deeper Dive into Planning and Implementation Guide
Questions and Answers
Resources
Overview of State and Territory Infant/Toddler Credentials, Endorsements, and Certificates

- Compilation of state and territory credentials, endorsements, and certificates
- 35 examples included in a table
- Includes criteria areas and criteria requirements for each example
Infant/Toddler Resource Guide

Resources


Research Articles


October 30: Spotlight Series Articulation Agreements
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